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ABSTRACT

This journal issue describes in detail the work of a Trans-European Mobility Schemes for University Studies (TEMPUS) project, directed by John Sayer and based in the Department of Educational Studies of the University of Oxford. The project's activities, concerned principally with the development of democratic processes in the elementary, secondary, and higher education systems of the Czech Republic and Poland, are illustrated through 20 papers. Part 1 offers John Sayer's background and description of the Developing Schools for Democracy in Europe (DSDE) project, a TEMPUS initiative and includes a multi-university final report on teacher preparation and continuing development. In part 2 the professional development of teachers and the role of the university in the Czech Republic are examined by program participants, Jan Beran, Jitka Kazelleova, Jana Kohnova, John Sayer, and Jaroslava Tomancova. Part 3 presents the following Polish teachers, tutors, and researchers: Grzegorz Chomicki, Roman Dorczak, Dawid Friedmann, Aleksandra Kwiecinska, Andrzej Mirski, Malgorzata Niemczynska, and Andrzej Szyjewski, viewpoints on educational reform, democracy education teacher training, and the school setting in Krakow, Poland. In part 4 home (family) and school relationships, one of the eight areas of the DSDE project, are examined by Tatyana Bourmina and Milada Rabusicova. In part 5 David Martin, Hugh Starkey, and Eva Foldes Travers focus on aspects of citizenship and values as they relate to democracy education in the "New Europe." Taken together, these papers provide an extensive case study of a democratic collaboration of four European universities from very different social, economic, political and cultural settings, working with local schools and authorities across disciplines in an attempt to develop schools for democracy in Europe. (CB)